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ABSTRACT

An independent evaluation of the College of Lake County's National Workplace Literacy Program included both formative and summative evaluations over the 3 years of the project. The evaluation design was planned primarily as a naturalistic inquiry that used the structured interview approach to data collection. An external evaluator interviewed all project stakeholders during scheduled visits over the 3-year period to identify project strengths and recommendations for improvement. In addition, the evaluator visited classes at various sites and provided feedback on the instruction. The project had several unique aspects: development of a list of learning objectives and curriculum that could be used as a model across all sites; development of an assessment instrument for use with English-as-a-Second-Language students; and inservice education provided to part-time adult educators. The evaluator provided an introductory inservice session to the project staff on the Kirkpatrick evaluation model. Interview data were entered into a Filemaker Pro Database to detect trends in data across time and sites. Included in the trends were that all stakeholders were impressed by the changes evident in the learners and that staff viewed the project as a learning experience for themselves. Findings indicated the project was well implemented and became more central to the businesses concerned as time went by. (The five-page report is followed by these appendixes: structured interview forms, interview data, and analysis of trends.) (YLB)

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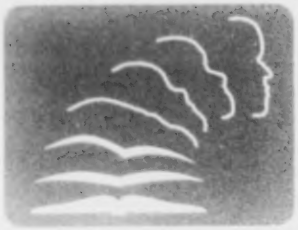

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EVALUATION REPORT OF THE COLLEGE OF LAKE COUNTY'S NATIONAL WORKPLACE LITERACY PROGRAM GRANT

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NATIONAL WORKPLACE LITERACY PROGRAM
U. S. Department of Education
1994 - 1997
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EVALUATION REPORT OF THE COLLEGE OF LAKE COUNTY'S NATIONAL WORKPLACE LITERACY PROGRAM GRANT

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EVALUATION REPORT OF THE COLLEGE OF LAKE COUNTY'S NATIONAL WORKPLACE LITERACY PROGRAM GRANT

This report is an independent evaluation of the three-year project granted to the College of Lake County under the National Workplace Literacy Program (NWLP) of the U. S. Department of Education. The external evaluator, who had also provided an independent evaluation during the previous 18-month grant cycle awarded to the College of Lake County, was engaged at the beginning of the project. While she did not influence the statement of the project objectives, she did work with the project team from the outset to develop the evaluation design. The involvement of the project stakeholders upfront in the evaluation design has been widely recommended in the evaluation research literature as the optimal approach to evaluation.

The Institute for the Study of Adult Literacy at Penn State was contracted to provide the evaluation services. Dr. Eunice N. Askov, Institute Director and Professor of Education, was named the external evaluator. The contract was in the form of consulting days that would be devoted to the project. Two visits of three days duration each were planned for the first and third years. One three-day visit was planned for the second year of implementation. Consulting days for data analyses and writing were also provided for each year of the project. This design was implemented as planned with one exception: During the third year only one site visit actually occurred due to cutbacks in the grant to the College. At the conclusion of each visit the external evaluator wrote a letter outlining commendations and recommendations. These letters were included in the project's annual reports to the U. S. Department of Education.

While the external evaluator was at the project site for only limited periods of time, she and the project team maintained periodic contact during the three-year period. Communication was handled throughout the project through telephone, fax, and email. Products and project updates were sent to the external evaluator periodically. Furthermore, informal visits with the project team occurred during various conferences, such as the Workplace Learning Conferences held in April in Milwaukee. She also heard presentations from the project team at the annual regional adult education inservice day for northern Illinois as well as at other national conferences.

Evaluation Design

The evaluation design was planned primarily as a naturalistic inquiry which used the structured interview approach to data collection. (Sample interview forms for partners, training directors/supervisors, learners, and project staff are provided in Appendix A.) The external evaluator interviewed all the project stakeholders during the scheduled visits over the three-year period to identify project strengths and recommendations for improvement. In addition, the evaluator visited classes at various sites and provided feedback on the

instruction that was observed. Thus, the project included both formative as well as summative evaluation.

Since project objectives had been stated upfront as part of the contract of the College of Lake County with the US Department of Education, the accomplishment of these objectives was also monitored during the three-year project. (A detailed discussion of these are included in the *Final Report* of the College of Lake County.) In addition, the Kirkpatrick model (Kirkpatrick, D., 1994, *Evaluating Training Programs*, San Francisco, CA: Barrett-Koehler) was used as guidance to the evaluator and the project team for summative evaluation. Since the evaluator was not located at the project site, and since she was contracted for a limited number of consulting days throughout the project, the data for the Kirkpatrick evaluation model were collected by the project team.

The remainder of this report is structured according to the approaches to evaluation that were conducted. At the conclusion of the report a holistic evaluation summary is provided.

Accomplishment of the Grant Objectives

The *Final Report* of the College of Lake County to the US Department of Education summarizes concisely the accomplishment of the grant objectives. The ten project objectives are described accurately. Evidence for their accomplishment is objectively provided. There is no need to repeat this aspect of the evaluation study here since it is provided in the project's *Final Report*.

The *Final Report* also describes the setting for the project, namely in eight manufacturing companies in the Lake County area. Workers were released on the clock or paid for the time in classes. (The money used to pay the workers to attend classes was counted by the companies as the required match for the grant.)

The project was originally housed in the economic development division of the College since it was perceived to contribute to the economic development of Lake County. After about a year into the project, it was transferred to the adult basic skills division under different College oversight. Its offices were also moved from the more centrally located business complex to an outlying building which housed the adult basic skills programs.

The project proactively attempted to use the data collection instrument provided and mandated by the US Department of Education known as NWLIS. For the first two years of the project the full-time assessment specialist collected and entered the data into the computerized database. While numerous problems with the data collection system existed that were beyond the control of the project team, the NWLIS data do profile the learners in the project. The data from that instrument are also reported in the *Final Report*.

The project was unique in that it aspired to more than simply providing workplace literacy services in eight area manufacturing companies. While it certainly did provide instruction that was customized to the workplace, it also sought to develop a list of learning objectives and curriculum that could be used across all sites. These are model efforts that were part of the spirit of being a national demonstration program. Much of the project effort throughout the three years was devoted to curriculum development.

Furthermore, the project team also developed an assessment instrument for use with English-as-a-Second-Language (ESL) learners. They were not satisfied with the available commercial and informal instruments. Therefore, they developed and piloted an instrument that uses workplace contextual pictures to assess a learner's language competency. It is highly commendable that the project would go as far as they did with a test development effort. (This assessment instrument should be further developed and commercialized through a more rigorous validation process as well as assessed for its test reliability and predictiveness.)

Another unique aspect of this project was the inservice education provided to part-time adult educators in the Lake County area. Since the College hires only part-time instructors for its adult education programs, one of the project goals was to develop a cadre of trained instructors for workplace literacy programs. The project effectively accomplished this goal through various inservice programs. The curriculum described above also provided the structure needed for instructors who were previously inexperienced in workplace literacy.

Finally, the partnership of area businesses created by the project was extremely strong and beneficial. Companies which might otherwise even be competitors worked together to solve mutual problems, even those beyond workplace literacy. The regular partnership meetings across sites were highly commendable in fostering a spirit of collaboration at the local level.

Evaluation Approach Using Kirkpatrick's Model

The evaluator provided an introductory inservice session to the project staff on the Kirkpatrick model. Using a handout which described the four levels of evaluation--satisfaction of all stakeholders, mastery of the skills taught, transfer of instruction to the workplace, and impact on the organizations--the staff then brainstormed how the levels could be used in data collection. They decided on procedures for collecting the data used as evidence for the accomplishment of each of the four levels of evaluation. Monitoring the data collection for these levels of evaluation served as a focal point for the external evaluator's subsequent visits. One member of the project team served as the lead in this data collection effort. She worked closely with the project instructors as well as with the companies to obtain the data. The results are reported in detail in the College of Lake County's *Final Report*.

As one inspects the data that are reported, one can see that this was a highly effective project. It is also clear that the data that are reported are honest--in other words, no claims are made for total mastery, transfer, or impact. However, it is clear that over the three-year project that a very positive impact was realized by all stakeholders. Therefore, in terms of the Kirkpatrick evaluation hierarchy, the project was judged to be highly effective.

A question must be raised about the cost effectiveness of the project. In terms of delivering services in the local area, it would not be considered cost effective, given the size and qualifications of the staff. If the project, however, is viewed in terms of its total intent--that of developing curriculum and building the capacity of the local part-time teaching cadre--then it could be as cost effective as any of the national demonstration projects.

Structured Interview Data Analysis

Qualitative analysis of the interview data collected by the external evaluator occurred with the assistance of a staff person at the Institute for the Study of Adult Literacy. The assistant entered the responses that were recorded by the external evaluator under each question in the structured interview forms (see Appendix A) into a Filemaker Pro Database. Using a database permitted the evaluator and the assistant to see trends in the data across time and across sites.

Some of the interviews were conducted in small groups, especially of learners. Others, such as with partners, were conducted individually. The project director and staff were not in attendance for most of the interviews with company stakeholders. These interview reports are provided in Appendix B. (The names of the individuals and companies are removed to protect confidentiality that was assured during the interviews.)

The analysis of trends is provided in Appendix C. It is apparent that all stakeholders were impressed by the changes that were evident in the learners. Often this anecdotal evidence convinced them of the worthwhile nature of the project. Learners also saw changes in themselves. They felt increased confidence and self-esteem. Many began other learning projects outside the company, for example, by taking classes at the community college. Perhaps the most noteworthy of the comments made by the supervisors was that the workers became more independent. While scheduling the release of workers on the clock was difficult, it was perceived to be worth the effort because supervisors did not have to spend time reading and reviewing instructions for the workers.

Furthermore, the staff viewed the project as a tremendous learning experience for themselves. The project director pushed all of them to become involved in the dissemination of the project which brought about professional growth among the staff. Some of the business partners also became actively involved in project dissemination which opened up new opportunities for them.

Evaluation Summary

The NWLP project at the College of Lake County was well implemented. In fact, as time went by, the project became more central to the businesses concerned. Companies that had already made a commitment to workforce education at the beginning of the project grew in their commitment and sophistication of implementation. The leadership of the project staff and the curriculum materials produced were highly regarded. Most of the companies wanted to institutionalize the program at the end of the three years. All wanted to continue the relationship with the College of Lake County.

Not surprisingly, program institutionalization often seemed to depend on the leadership of key business partners. In one small company, for example, the business partner remained constant throughout the three-year period. He became so involved in the project that he collected his own data that provided evidence for the effectiveness of the project. He, in fact, became an outstanding business spokesman in the project dissemination. On the other hand, where leadership changed during the period, or where other factors intervened (such as lack of consistent support from the parent company or economic downturns), institutionalization became problematic.

Unfortunately, the project always seemed to have a marginalized status in the College. Although the immediate supervisor of the project recognized the merits of continuing the project, others did not seem to recognize its value. The ambitious project was not deemed to be cost effective without governmental support. Rather than using the cadre of talent that had been developed by the project to extend its reach into area businesses, the College chose not to continue the project. Perhaps its location in the adult basic skills program worked against this type of entrepreneurial activity which regularly occurred in the economic development department.

Some state or regional structure seems to be necessary to enable projects like this one to continue beyond the life of the grant. Even though the state of Illinois offers workplace literacy grants, it appears that an organizing state structure is more likely to assure continuation of a demonstration project. It seemed to be difficult for the College, on its own, to move from a government-supported national demonstration project to locally delivered services supported by area businesses. Perhaps because the project was more ambitious than just delivering services to area businesses, it was perceived to be beyond the scope of the local college. For this reason this evaluator recommends that future national demonstration projects be channeled through the states to encourage the development of state support structures to ensure institutionalization of innovation.

APPENDIX A

Structured Interview Forms

COLLEGE OF LAKE COUNTY PROJECT
Workplace Literacy Project
Learner Interview Guide
April 15-17, 1997

1. Place of Employment: _____
2. Name of Class: _____
3. How satisfied were you with the class? Why?

4. What was the most important part? Least important?

5. What did you gain from the class?

6. How did the class help you with your job? Examples?

   Reading?

   Writing?

   Speaking?

   Listening?

   Math?

   Teamwork?

7. Did the class help you understand the company better? Examples?

8. Do you feel better about yourself as a worker as a result of the class?

9. Did the class prepare you for a company training program? Which one?

10. Did the class help you with getting a promotion or a better job? How?

11. How did your fellow workers feel about you taking the class?

12. Would you recommend others to take the class?

13. Did you get support from your supervisor to attend the class?

14. Do you look forward to any more classes? Where?

15. Do you do any more reading, writing, or math at work than you did before the class? Examples?

16. Do you do any more reading, writing, or math at home than you did before the class? Examples?

17. How did the class help you outside the job? Examples?

    Family?

    Community?

    Voting?

18. Other comments:

COLLEGE OF LAKE COUNTY PROJECT
Workplace Literacy Project
Interview Guide for Partners
April 28, 1997

1. Place of employment _____

2. How satisfied are you with the project? Why?

3. How effective was the partnership between industry and the College?

4. Did your expectations change during the course of the project? How?

5. What were your major disappointments?

6. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?

7. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?

8. How cost-effective was the project?

9. How do you feel about continuing the project?

10. Has the project helped the company with public relations (newspaper articles, TV, or radio coverage, etc.)? Examples?

11. Has the project improved the company's training program? Examples?

12. What changes do you see in the near future that would change the needs of your workers for training?

13. Would you recommend this training program to your colleagues in other companies?

14. Other comments:

COLLEGE OF LAKE COUNTY PROJECT
Workplace Literacy Project
Supervisor/Training Director Interview Guide
April 15-17, 1997

1. Place of Employment: _____
2. Name of Class: _____
3. Number of your workers who participated: _____
4. How satisfied were you with the class(es)? Why?

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?

7. Has participation in the class(es) affected their chances for advancement?

8. How much did the workers talk to you about the class(es)?

9. How did the workers who participated feel about the class(es)?

10. How did the other workers feel about the class(es)?

11. How did you feel about releasing workers from the job? How did you accommodate?

12. How does this training compare with training the company has done or could do itself?

13. Would you recommend the company continue this kind of training?

14. What are the advantages and disadvantages of working with the College in offering the class(es)?

15. Other comments:

COLLEGE OF LAKE COUNTY PROJECT
Workplace Literacy Project
Staff Interview Guide
April 15-17, 1997

1. How satisfied are you with the project?

2. What are the greatest satisfactions?

3. To what extent are there agreements on the goals among all stakeholders?

4. What factors helped with the success of the project?

5. What factors acted as deterrents to the project?

6. What do you see as the major outcomes?

7. What are the major disappointments?

8. What was the most difficult part of the project?

9. How do you feel about your linkage with industry? Will it continue?

10. What would you change in a future project?

11. How has the college benefited from the project?

12. How much support have you had from the college?

13. How cost-effective was the project?

14. What are your plans for the future regarding this program?

15. Other comments:

APPENDIX B

Interview Data

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 2

2. Name of class: Math, Reading/Writing

3. Number of workers who participated: 15

4. How satisfied were you with the class(es)? Why? Yes. They now have a better understanding of what they read, don't need to write.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples? The workers perform better if they feel good about themselves. There is a party for completers--a feeling of being special.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples? Self confidence has improved. The learners are better at filling out forms. They are able to ask questions. Demeanor has improved--can't really tie to a particular class. Documentation is better and done more quickly. The workers understand and can explain problems better.

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Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	It is hoped that the workers will go to college. Options for promotion are favorable--class attendance shows interest in the job. One person got another job within the company.
8. How much did the workers talk to you about the classes?	They appreciate the extension of the work day. They don't have time to talk except during a sit down period.
9. How do the workers who participated feel about the class(es)?	They want to continue, therefore bigger numbers. When is next class starting? There are no complaints--usually they are off to classes.
10. How do the workers feel about the class(es)?	There is no resentment--the company is fair about deciding who can go to class. There is a commitment--the person must go if selected. They are disappointed if not selected.
11. How do you feel about releasing workers from the job? How did you accomodate?	It was tough to release workers, but it was done. Too many wanted to attend, therefore there was a waiting list. This was a hassle for supervisors.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	In this training, workers can learn at their own pace and understanding, and can participate in class. Talking and listening in required training. The workers feel comfortable to ask questions.
13. Would you recommend the company continue this kind of training?	Definitely--"got to continue even if it is a pain in the neck."
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	The fact that the classes are held here, with peers, is important. People don't do tuition reimbursement programs. The college's instructors are good, enthusiastic and want to teach.
15. Other comments:	These classes are not as effective with in-house trainers. The interviewee will encourage students to take classes at the college.
Q16 Interview Participants	Trainers 20, 21, and 22 August 30--September 1, 1994

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 4

2. Name of class: ESL

3. Number of workers who participated: 4 (Union plant--union supported--95% Hispanic)

4. How satisfied were you with the class(es)? Why? Students enjoyed the classes. Meetings in English, Spanish on breaks.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples? Students are able to do the job better--improved quality. They need to understand the production coordination.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples? Paperwork was done by supervisors--they can now have the workers do it. They learned English vocabulary, leading to better work performance and an easier time for the supervisor.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	Self esteem has improved. The workers talk more and ask more questions. They can understand what English speakers are saying. If the workers can learn how to fill out forms, etc. they can bid on jobs. If they can't speak English they are afraid to bid., One learner did bid and got a better job, but will be disqualified if he can't do the training or the job because of low English skills.
8. How much did the workers talk to you about the classes?	They asked what words meant. They were enthusiastic; no negatives.
9. How do the workers who participated feel about the class(es)?	Good.
10. How do the workers feel about the class(es)?	No teasing.
11. How do you feel about releasing workers from the job? How did you accomodate?	Question not asked.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	The company may be able to offer some training in Spanish--they are looking into this.
13. Would you recommend the company continue this kind of training?	Definitely.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	The college's teacher is better. The company had tried a similar sort of training internally, but it was too generic and the students lost interest. There was no push.
15. Other comments:	Often, the children of these workers are bilingual, but the wives speak only Spanish. They live in Waukegan--stores are Spanish--therefore, there is less reason for them to learn English.
Q16 Interview Participants	Trainers 15 and 16 August 30-September 1, 1994

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 5

2. Name of class: GED, ESL, math

3. Number of workers who participated: 18

4. How satisfied were you with the class(es)? Why? The interviewees were very satisfied with the project. The instructors were good, they wanted to know about the job, and fit well into the environment.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples? The rate of turnover is 11% among employees who took the classes, as opposed to the overall company rate of 24%. The annual salary of participants increased 7.8%, while company wide it increased only 5%. One student has been promoted to leadperson. Absenteeism among participants is "dramatically better" than for the company as a whole.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples? Question not asked.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	Question not asked.
8. How much did the worke:s talk to you about the classes?	Question not asked.
9. How do the workers who participated feel about the class(es)?	The workers want more classes, but the interviewees are not sure what they can do about that. The company was bought out in November, and the new owners are not clear on what their position is on this project.
10. How do the workers feel about the class(es)?	Question not asked.
11. How do you feel about releasing workers from the job? How did you accomodate?	The interviewees didn't have to ask the company for release time for the participants. This made their jobs easier.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	Question not asked.
13. Would you recommend the company continue this kind of training?	The company should continue the project; however, this company is not a partner on the new project. The interviewees do not know how they will institute this project--need to regroup.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	The college was always accessible with help and ideas. They assisted in problem solving with supervisors, who don't always have the skills or time to assist workers with their academic needs. The external expert was good.
15. Other comments:	Company used to be a small concern; now is a big conglomerate.
Q16 Interview Participants	Trainers 8 and 9 August 30--September 1, 1994

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 5

2. Name of class: Math, GED, ESL

3. Number of workers who participated: about 2-4 in each class (no unions)

4. How satisfied were you with the class(es)? Why? The interviewees were more satisfied with the ESL class--noticed improvements.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples? There was less frustration among employees, less for the supervisor to do. There was not a problem in scheduling.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples? The classes increased the workers' tolerance to math. The communication between workers and supervisors has improved. Job materials were used in class.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	One ESL student just got a promotion. Participation in classes is a plus at raise time.
8. How much did the workers talk to you about the classes?	The workers didn't want to be late for classes. They were enthusiastic and personally satisfied with the class. One asked for help.
9. How do the workers who participated feel about the class(es)?	Good.
10. How do the workers feel about the class(es)?	They felt as if they didn't need the classes. They have been out of the school environment.
11. How do you feel about releasing workers from the job? How did you accomodate?	Question not asked.

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Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?

This is specific training. Most of the company training is OJT.

13. Would you recommend the company continue this kind of training?

Yes, because supervisors can then spend less time in training.

14. What are the advantages and disadvantages of working with the College in offering the class(es)?

Advantages: Motivated group, good instructors, help through understanding.
Disadvantages: Some of the consultants were not as good as the trained professionals, internal attempts dropped off (frustrating).

15. Other comments:

The project began with testing and recruiting for classes. Now the program is looking for volunteers--anyone who will participate. It is more quality oriented, with emphases on problem solving and team building.

Q16 Interview Participants

Trainers 10, 11, 12 and 13
August 30- September 1, 1994

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 6

2. Name of class: ?

3. Number of workers who participated: 6 each

4. How satisfied were you with the class(es)? Why? They are not satisfied with the classes. They haven't improved the English of the workers. The workers are in class only for the extra pay.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples? One worker's English improved--he can now communicate better and can write his name.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples? ? (No benefit?)
The company has to work through an interpreter.
No changes noted.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	Yes, but they haven't advanced. The problem is that they don't understand, and don't really want to speak English--the class is a "getaway."
8. How much did the workers talk to you about the classes?	None.
9. How do the workers who participated feel about the class(es)?	There are no complaints while they are on the clock, but they don't like to stay after work.
10. How do the workers feel about the class(es)?	Most want to take a class.
11. How do you feel about releasing workers from the job? How did you accomodate?	There was a problem when the workers were released during work time--it messed up production.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	It is very different.
13. Would you recommend the company continue this kind of training?	Yes, maybe some of the workers really WANT to do it. It would help the supervisors and the company.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	No answer given.
15. Other comments:	Leave out those students who don't want classes and make more time for those that do. The interviewees don't know Spanish--this would help them communicate with the employees--it is hard to work with those who can't speak English at all. They want to know what they employees say about them behind their backs. They would take Spanish if it was offered.
Q16 Interview Participants	Trainers 17 and 18 August 30-September 1, 1994

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 7

2. Name of class: Math and Oral/Written Communication BASE Program

3. Number of workers who participated: 6

4. How satisfied were you with the class(es)? Why?

Yes. Job-related basic skills are very important. Curriculum development was the best part.
Dissatisfied with the scheduling--leaving in the middle of a shift caused problems. Staggering is a creative solution. Tried to do classes around lunch and shift change.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?

The conversion from English to Metric system was helped by the class. There is an improved ability to recruit workers.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?

Morale is improved by learning in the work environment. Better comprehension of instructions, expression. Rejects went down; had chart reading program in class so the work was better understood--lots of graphs (need more).

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	Not directly--but able to improve in the job--leads to promotion.
8. How much did the workers talk to you about the classes?	They did not talk about it on the floor--they were too busy. Students are very self-sufficient.
9. How do the workers who participated feel about the class(es)?	They want to know what's coming next.
10. How do the workers feel about the class(es)?	There are no ill feelings.
11. How do you feel about releasing workers from the job? How did you accomodate?	Question not asked.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	There is a longer term continuity to this class. This is more like school--done as habit. Made students think--start using their minds--jobs are repetitive and not conducive to thinking. They had forgotten how to think and how to problem solve. The "Learn at Lunch Bunch" teach each other--one person gets special training, then teaches others.
13. Would you recommend the company continue this kind of training?	Yes--get everyone who needs it into classes--more and different types of classes. They have hit only the tip of the iceburg--now they want more. They got past feeling stupid. The project needs to reassess needs and directions. ESL needs to continue.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	The college offers expertise--good teachers, network. They are building a computer resource center.
15. Other comments:	Continued math and ESL are needed. This company could run classes all the time. The departments are not deep--lean workforce, therefore hard to release for any training. Only recently has the company hired additional workers.
Q16 Interview Participants	Trainer 14. August 30- September 1, 1994

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 8

2. Name of class: ESL

3. Number of workers who participated: 10, then 6

4. How satisfied were you with the class(es)? Why? The interviewees were pretty satisfied with the class. The numbers were low.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples? Worker confidence has increased, and they are willing to talk now. Job related items and customer service skills have improved, as have productivity and quality.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples? The workers like the job-specific skills, vocational terms, measurement. They liked more general instruction that they had under a previous program.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	No. Language skills would be a factor, however.
8. How much did the workers talk to you about the classes?	In the beginning, they talked a lot--weekly. Then attendance petered out--interviewee doesn't know why. The supervisors were told to let them go.
9. How do the workers who participated feel about the class(es)?	They really liked it.
10. How do the workers feel about the class(es)?	There was no resentment--they felt good. People work in teams. Skills development classes--basic skills classes but not ESL, are done in house.
11. How do you feel about releasing workers from the job? How did you accomodate?	Supervisors were told to release workers for class.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	This was more appropriate than the class mentioned in question 10. This stresses the importance of assessment that leads to appropriate training.
13. Would you recommend the company continue this kind of training?	Yes.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	Working with the College was comfortable and added better depth.
15. Other comments:	None.
Q16 Interview Participants	Trainer 19 August 30-September 1, 1994

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Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. Place of employment: Company 1

2. Name of class: ESL

3. Number of workers who participated: 6 of 14

4. How satisfied were you with the class(es)? Why? The interviewee is very satisfied with the classes; they enhance confidence. Before the classes, workers wouldn't question anything. The interviewee also learned that the workers can tell only one thing at a time.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples? The workers work together better. The buddy system was used to train workers on the new computer system. This was not done before.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples? Workers are more confident. One worker is reading the newspaper. English is 30-40% better.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	There is not much room for advancement. Workers have taken on more responsibility, and therefore get more pay. They now remember information better.
8. How much did the workers talk to you about the classes?	The workers talk to the interviewee when they have a problem or a project.
9. How do the workers who participated feel about the class(es)?	They are enthusiastic--they clean up for classes.
10. How do the workers feel about the class(es)?	There is some negativity. Some people want higher level classes; they currently feel left out. However, it was thought to be best to begin with those who needed the most help.
11. How do you feel about releasing workers from the job? How did you accomodate?	Class time is scheduled, and students need no reminders to attend. Workers are cross trained so that they can cover across different departments. It is worth the trouble. Workers are becoming more independent in following the job--this has lightened the supervisors' work load.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	The training department is more receptive to outside sources.
13. Would you recommend the company continue this kind of training?	Yes.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	The College moves step by step--no assumptions. The college teacher is certified--has status, is better. However, these teachers have to teach on a set schedule--they cannot delay class if the workers have a pressing job that needs to be completed.
15. Other comments:	The interviewee wants to serve other workers too. Wants to give classes in problem solving.
Q16 Interview Participants	Trainer 4 August 14-16, 1995

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 2

2. Name of class: Math

3. Number of workers who participated: 20

4. How satisfied were you with the class(es)? Why?
The interviewee is very satisfied. Confidence has improved.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?
The company has benefited indirectly--employees have more motivation, fewer mistakes. Confidence has improved--employees are applying for higher level jobs. They are able to use math on the job.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?
Confidence has improved. The class encouraged additional education.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	There are no direct incentives for participation; however, class attendance is encouraged.
8. How much did the workers talk to you about the classes?	Not much.
9. How do the workers who participated feel about the class(es)?	The workers feel good; they have given positive feedback.
10. How do the workers feel about the class(es)?	Other workers are complacent; they are an aging population. Recruitment is a problem. The workers don't realize that the workplace is changing--it hasn't hit them. Some have second jobs to support their families--therefore, the extra time to attend classes is not a top priority.
11. How do you feel about releasing workers from the job? How did you accomodate?	The company encourages the granting of release time for classes--they understand the benefits. They work around problems through overtime--this issue is no big deal.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	New ideas from external trainers--different perspectives. Technical training is done internally. The process of basic skills learning increases workers' confidence. It makes them more trainable, more confident, more able to reason.
13. Would you recommend the company continue this kind of training?	The interviewee would strongly encourage the continuance of training. The issue is getting the company to see the benefits (including family payoffs). It would be good to offer computer training.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	The college has more expertise in learning concepts; however, in house training is more specialized. A few of the workers took classes at CLC--working toward their associate's degrees. They act as role models for the others.
15. Other comments:	Worker complacency is the biggest problem. New machinery is replacing workers.
Q16 Interview Participants	Trainer 3 August 14-16, 1995

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. Place of employment: Company 4

2. Name of class: ESL

3. Number of workers who participated: all

4. How satisfied were you with the class(es)? Why? The classes were good. They helped the company.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples? It is now easier to deal with the workers, from a management point of view. They can read orders--supervisors don't have to tell them what to do.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples? It is easier to communicate, both inside and outside. It is also easier for employees to move up.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	Supervisors need GED or High School diploma--this is a new requirement. So this class helps.
8. How much did the workers talk to you about the classes?	They did not talk to the interviewee a lot. A relative of the interviewee who works at the plant likes the classes, and may become a lead man.
9. How do the workers who participated feel about the class(es)?	These classes should have been offered long ago.
10. How do the workers feel about the class(es)?	A lot of workers wanted to be in the classes, but couldn't participate because of a lack of space. There is no resentment--employees are paid overtime to cover their time.
11. How do you feel about releasing workers from the job? How did you accomodate?	Employees are paid overtime to attend, and other employees cover for those attending class. This is hard to accomplish in small departments.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	The company is now starting a training program for new employees. One supervisor is needed to do training.
13. Would you recommend the company continue this kind of training?	Yes--100%.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	Advantages: Employees know more, and it is cheaper to do the work. Disadvantages: none.
15. Other comments:	More advanced classes are needed; for instance, a higher level ESL class. The interviewee is going to take classes at CLC--he wants to move up by getting an associate's degree.
Q16 Interview Participants	Trainer 1 August 14-16, 1995

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. Place of employment: Company 4

2. Name of class: ESL

3. Number of workers who participated: 5 out of 13

4. How satisfied were you with the class(es)? Why? Very satisfied. Employees now understand orders, product cards, etc. which they couldn't read before.

5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples? Less mistakes are being made on the job--before the class, the employees didn't comprehend all of the information, and guessed. Now they will ask in both English (at meetings) and Spanish (to be sure they understood.) The interviewee tries to talk to them in English for practice.

6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples? Some employees got GEDs. Students are enthusiastic and want more classes.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	Yes, part of it. 1 or 2 may be promoted. The company wants them to have a GED or a high school diploma (required.)
8. How much did the workers talk to you about the classes?	Most participants are on the second shift, and the interviewee is on the first. A couple of the people he talked to didn't care for the class--said it was too hard for them.
9. How do the workers who participated feel about the class(es)?	Participants felt good about themselves, and enjoyed the class.
10. How do the workers feel about the class(es)?	Some of the other workers have to work more, and they don't like it. Others have signed up for the class themselves.
11. How do you feel about releasing workers from the job? How did you accomodate?	There is no problem with this. Other workers finish the work for the students attending class.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	There is no company training program; it's all on the job training. This trainer is working on training that he will be doing.
13. Would you recommend the company continue this kind of training?	Yes.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	The college is helpful.
15. Other comments:	Some hourly workers want to learn Spanish so that they can become bilingual. The majority of the supervisors are bilingual.
Q16 Interview Participants	Trainer 2 August 14-16, 1995

Supervisor/Training Director Interview Guide

Group ○ Staff ○ Partner ◉ Training Director ○ Learner

Visit ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment:	Company 9
2. Name of class:	Math
3. Number of workers who participated:	8, 15
4. How satisfied were you with the class(es)? Why?	Very satisfied with classes. Students can now do their own math-compute own rates, read scales, do life skills math. When workers went to Blueprint Reading, they used application of math. Workers want more education that they can apply.
5. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?	The company tried to teach math and blueprint reading on the shop floor--this wasn't successful.
6. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?	Self-esteem has improved. Part of team that won state competition. The interviewee is going to look at the documentation for more tracking.

Supervisor/Training Director Interview Guide

7. Has participation in the class(es) affected their chances for promotion?	Yes. Recently, three students took on more responsibility and got a pay increase. They were made into supervisors. In one instance, workers who had had blueprint training questioned a supervisor, who then admitted that the workers were right.
8. How much did the workers talk to you about the classes?	Lots of feedback was received, especially about how what the students learned in class is related to the job. The ones who do well talk more. Some are now using checkbooks rather then getting checks cashed by a middleman. They are getting to know enough math so that they won't be cheated when they shop.
9. How do the workers who participated feel about the class(es)?	Workers are no longer ashamed, but they were at first. They hid their class participation. One Mexican student had never gone to school at all.
10. How do the workers feel about the class(es)?	Very few workers are not in a class of some kind. The company's policy is that the workers can have one hour of class per week on company time. Classes are held on site.
11. How do you feel about releasing workers from the job? How did you accomodate?	Schedules are adjusted to accommodate students. They work in teams, and the team covers the job while a student is in class. If the student is not applying herself/himself to the class, she/he is asked to leave.

Supervisor/Training Director Interview Guide

12. How does this training compare with training the company has done or could do itself?	Workers are now able to take required company safety training and understand it. There are long term training benefits and incentives: more responsibility equals more pay. Self esteem has improved--workers are now looking for more responsibility. This is documented in a report.
13. Would you recommend the company continue this kind of training?	Absolutely. The interviewee has already been doing so, and will continue. The company provides tuition reimbursement for any training that is job related.
14. What are the advantages and disadvantages of working with the College in offering the class(es)?	The college is a resource--interviewee wants to keep college to enhance work. The college offers a broader array of resources. The curriculum was developed "for us," using shop-floor info. The college also offers expertise and the status of the college instructor.
15. Other comments:	It is hard to move workers into college classes--the college is at a remote location. 3-4 GEDs have been earned by workers. Most of the hourly workers would not go on to college--they read at a 6th grade level.
Q16 Interview Participants	Trainers 5, 6, and 7 August 14-16, 1995

Staff Interview Guide

Group ◉ Staff ○ Partner ○ Training Director ○ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. How satisfied are you with the project?

Nine people are involved in curriculum development--in three teams, with consultants. Six also taught. Good organization. "It's neat to be the guinea pig in teaching." Good support for part-time work from CLC and the consultants.

2. What are the greatest satisfactions?

These dissatisfactions were mentioned: needed more prep time and guidance from ALRC on what competencies were--didn't use SCANS--customized competencies to the company--conflict among consultants led to confusion, short time line and pressure with lots of commitment. These satisfactions were mentioned: personal growth from interchange, satisfaction from implementation--program well received.

3. To what extent are there agreements on the goals among all stakeholders?

Everyone involved in setting goals--were written down in curriculum. Best customized basic education for workers.

4. What factors helped the success of the project?

Early workshops on assessment, developing curriculum, GED; the partners, staff and ALRC together built a common knowledge base; teachers doing curriculum; pilot testing; mentoring of other teachers (new role); initial assessment and interviews; good relationships with companies; professional growth of teachers not involved in curriculum development.

5. What factors acted as deterrents to the project?

Old CLC computers--had to have materials retyped; college's policy on number of working hours during summer; lack of communication at CLC from top->down re emergency policies.

Staff Interview Guide

6. What do you see as the major outcomes?	Outcomes: Very friendly curriculum with substance--valuable to any teacher or administrator; course outlines--free of jargon; teacher resources and materials--6 sample lesson plans; student performance and enthusiasm--seeing them go on and transfer skills to life.
7. What are the major disappointments?	Disappointments: training vs. education in problem solving--had to back off and use generic; not enough time in class--couldn't get off, sometimes people involved in a literacy task analysis were not in class.
8. What was the most difficult part of the project?	Customizing the assessments and competencies, kept revisiting competencies, concerned about doing them right; time constraint; logistics--office support was at CLC but teaching site was at Company 8.
9. How do you feel about your linkage with industry? Will it continue?	This depended on the company--some initial problems with release time--most companies were very supportive. Companies wanted better self esteem. Wrote pitfalls to Administrators who want money to start project.
10. What would you change in a future project?	More resources should be provided ahead of time. Time frame should be extended--need about two months longer. Better computers should be provided. ALRC sometimes not as good as it should have been--was better in beginning. Teachers were not treated as professionals until they asserted themselves.
11. How has the college benefited from the project?	Not applicable--question was not asked.

Staff Interview Guide

12. How much support have you had from the college?	N/A.
13. How cost-effective was the project?	Very cost-effective--lots of work and products for the money--a bargain
14. What are your plans for the future regarding this program?	Already seeking out workplace teaching. Teachers want to work on curriculum development. They may want to be program administrators. Future professional growth is a goal. Teachers feel more "grounded"--in process, curriculum development, etc.
15. Other comments:	Factors that helped with development of the program: (Trainer) respected teachers' abilities, gave free rein, very self-directed and task oriented; brainstorming. Factors that deterred: lack of clarity about competencies.
Interview Participants	Staff Members 5, 6, and 7 Company 8 August 30-September 1, 1994

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Staff Interview Guide

Group ◉ Staff ○ Partner ○ Training Director ○ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. How satisfied are you with the project?

The interviewee is satisfied with the project. There has been a lot of support from the college. Companies want workers to be able to read forms--but workers are not familiar with them.

2. What are the greatest satisfactions?

The photography was mentioned--the interviewee loves using the camera. (teacher only). Vocational stories, cloze exercises, assessments. Meaningful to students. Likes Collaborators book.

3. To what extent are there agreements on the goals among all stakeholders?

There is good agreement among the stakeholders. Company is very cooperative and helpful. They allow the educators to do what's best. They are clear about the goals--names of tools, machinery, etc. They realize that the workers need basic skills--it's okay to use the text.

4. What factors helped the success of the project?

These factors were mentioned: the cooperative spirit of the company, the voluntary participation, (teacher's) questions and resources facilitate easy relationships.

5. What factors acted as deterrents to the project?

These factors were mentioned: time (more in-class, more weeks of class), fatigue for workers.

Staff Interview Guide

6. What do you see as the major outcomes?	This class whets an appetite for education--it should be longer. The class should be continued and institutionalized. Production, quality, etc. have improved.
7. What are the major disappointments?	None. The gap between the last grant (August) and the current one (February) was mentioned.
8. What was the most difficult part of the project?	Classroom space has poor ventilation and is small. No A-V equipment-- only a chalkboard and a dry mount board. Teacher should be part of screening and able to separate the students into levels-she wished she had more anecdotal info in advance--she got only scores--could have begun the "meat" of the teaching faster.
9. How do you feel about your linkage with industry? Will it continue?	The linkage with industry is good. The interviewee does not know if it will continue.
10. What would you change in a future project?	See question #8. The teacher should be involved upfront.
11. How has the college benefited from the project?	The college hasn't benefited as much as it could. They don't realize what a "little gem" they've got. They could use the media better and get more businesses involved.

Staff Interview Guide

12. How much support have you had from the college?	Support from the college has been good.
13. How cost-effective was the project?	No answer given.
14. What are your plans for the future regarding this program?	The interviewee would like to teach more--can't be full-time.
15. Other comments:	No answer given.
Interview Participants	Staff Member 2 Company 1 August 14-16, 1995

Staff Interview Guide

Group ◉ Staff ○ Partner ○ Training Director ○ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. How satisfied are you with the project?

Very satisfied.

2. What are the greatest satisfactions?

Company 2 is nice. Students are good--supportive. The interviewee got the books she wanted.

3. To what extent are there agreements on the goals among all stakeholders?

Human Resources is supportive of the project, but the interviewee doesn't know about management. Generalized education, not specific training piques an interest in education.

4. What factors helped the success of the project?

When studying the metric system, everyone helped each other, in spite of their differences. Publicity within the company helped. People come in with math problems during their break. There is teamwork--they are used to that on the job.

5. What factors acted as deterrents to the project?

The math class ranges from 3rd grade level to calculus level--was publicized as multi-level, and was based on scheduling, not levels. There are different groups for different things. This is okay for experienced teachers, but more difficult for classroom management. Many different departments--hard to be very job-specific. Can do generalized customization.

Staff Interview Guide

6. What do you see as the major outcomes?	The students want more classes--communications, advanced math. Anecdotal data was mentioned.
7. What are the major disappointments?	There is no contact with supervisors--Partner 4 is the only contact. Had to ask for tools through Partner 4. She didn't know if students were transferring skills to job. The class is not as supportive of low-level students as it is of advanced ones. A tutor for one hour per week would have been good. She didn't use the computer-assisted
8. What was the most difficult part of the project?	The interviewee had difficulty making up student objectives for a multi-level class from different departments by the end of the third class.
9. How do you feel about your linkage with industry? Will it continue?	Good.
10. What would you change in a future project?	The interviewee would split the students into levels, would bring a computer into the classroom, and would offer counseling (students are not comfortable with it--two students are going on to CLC)
11. How has the college benefited from the project?	Two students are enrolling in CLC. The attitude of the students is that they appreciate learning. When they are laid off, they will go to college to reskill.

Staff Interview Guide

12. How much support have you had from the college?	At the beginning, support from the college was good. After class was underway, they stopped checking on her.
13. How cost-effective was the project?	The project is worthwhile. The pay is comparable. Upfront planning was more than what she was compensated for.
14. What are your plans for the future regarding this program?	The interviewee has three part-time jobs--also works for companies and CLC. She would like to do an inservice project.
15. Other comments:	Some assessments are unique. She hasn't mastered some of them. There are 5 for one group and 4 for the other--3 for both. Decimal clock--all students are interested in it because they need it to do their jobs.
Interview Participants	Staff Member 3 Company 2 August 14-16, 1995

Staff Interview Guide

Group ◉ Staff ○ Partner ○ Training Director ○ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. How satisfied are you with the project?	The interviewee said that she/he would give the program a 4 on a 5 point scale.
2. What are the greatest satisfactions?	These satisfactions were mentioned: staff development, the mentoring program, the conference presentations, the cooperation of the partners, the feedback from the teachers and the students (the whole purpose of the grant).
3. To what extent are there agreements on the goals among all stakeholders?	Good agreement among stakeholders. Union sites are comfortable. Company 4 looks at what the learners want, and the learners said they wanted GED (now need for supervisory position). Supervisor workshops held to get buy-in from supervisors. "Town meetings"-- held--q and a sessions for the whole company (recruitment tool).
4. What factors helped the success of the project?	See above.
5. What factors acted as deterrents to the project?	These factors were mentioned: time, incentives for participants (variable across companies--teachers need to know what to do).

Staff Interview Guide

6. What do you see as the major outcomes?	These outcomes were mentioned: Thus far, there is a good relationship with the partners--they have established a system; there is a good curriculum; the advising focuses on lifelong learning.
7. What are the major disappointments?	The interviewee was disappointed that the program is moving into Building 4--this indicates a lack of esteem for the program. Adult Education has not been what she/he thought it would be--there is a lack of support and valuation of the programs. Tutoring is difficult--placement is hard--it's hard to find tutors who know Spanish.
8. What was the most difficult part of the project?	Time is needed to work on other issues in depth.
9. How do you feel about your linkage with industry? Will it continue?	Excellent.
10. What would you change in a future project?	The "systems" work would be more productive and less crisis management. Time would be taken to learn about business trends--they know about education but not about the business side. This could be gotten from the partners. Business people could be brought in as speakers.
11. How has the college benefited from the project?	The college could be more supportive. This is an important issue and part of CLC's goals. NWLP should not be incorporated into the college--it is too non-traditional. Adult education is not valued.

Staff Interview Guide

12. How much support have you had from the college?	The college publicized the program in their PR. Learners made transition from NWLP classes to the college. Staff development, additional materials provided. Center for Economic Development benefited--got publicity from the grant. Are doing basic skills in other companies, but workplace literacy is probably most appropriate in adult
13. How cost-effective was the project?	This is unknown in terms of what the learners are getting. They try to get as much bang for the buck as possible. Start up expenses were mentioned.
14. What are your plans for the future regarding this program?	No answer given.
15. Other comments:	Temporary human resources person--no classes, no recruitment. One class per year--all they will allow--ESL shut down for class. Last grant enabled the creation packet for staff development and for business (15 packets--2 readings per packet)-This was a self-study course which the learners could apply and reflect upon. There is a need to promote program.
Interview Participants	Staff Member 4 Company 4 August 14-16, 1995

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Staff Interview Guide

Group ◉ Staff ○ Partner ○ Training Director ○ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. How satisfied are you with the project?	Had only four math classes so far.
2. What are the greatest satisfactions?	The interviewee is developing an accepting atmosphere; he wants to get rid of math anxiety. Wants to develop the thinking process, is not necessarily interested in the right answer, or product.
3. To what extent are there agreements on the goals among all stakeholders?	All the stakeholders agree that talking to the learners is important, that it is important to uncover their needs. Trainer 1 is a good linkage to the company. The interviewee must keep within the curriculum of CLC, because Trainer 1 liked this. Students want text; they want it for homework, want CLC folders, etc.
4. What factors helped the success of the project?	The interviewee likes the linkage with the college, even though he never thought he would have. He likes the teacher, materials. The learners are excited about the homework--trying to figure out the answers. Learners are the best source for the curriculum.
5. What factors acted as deterrents to the project?	None.

Staff Interview Guide

6. What do you see as the major outcomes?	The interviewee hopes for a transfer to a job. He also hopes to develop critical thinking and problem solving with the students. Wants to teach them how to think. This may not directly transfer to the job setting. The material is not yet directly applicable to the workplace. He is still assessing needs.
7. What are the major disappointments?	
8. What was the most difficult part of the project?	None.
9. How do you feel about your linkage with industry? Will it continue?	No answer given.
10. What would you change in a future project?	No answer given.
11. How has the college benefited from the project?	No answer given.

Staff Interview Guide

12. How much support have you had from the college?	Lots of good support has come from the college. The interviewee said he was going to learn a lot from this experience. He is not going to change the way that he teaches adult education classes. Usually GED preparation--this is very different.
13. How cost-effective was the project?	No answer given.
14. What are your plans for the future regarding this program?	No answer given.
15. Other comments:	Too early to comment.
Interview Participants	Staff Member 1 Company 9 August 14-16, 1995

Partners Interview Guide

Group ○ Staff ◉ Partner ○ Training Director ○ Learner

Visit ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment:	Company 1
2. How satisfied were you with the project? Why?	The project had a slow start. Different from Northern Illinois--voluntary, not mandatory, and oriented to the individual. Only one class was more enthusiastic (ESL 1).
3. How effective was the partnership between industry and the College?	This was comfortable--CLC sent him to seminars. Feels a part of the College.
4. Did your expectations change during the course of the project? How?	Better--more satisfied.
5. What were your major disappointments?	These disappointments were mentioned: the slow start, the follow-up (different group for ESL 2); there was a gap between ESL 1 and 2 for those completing 1--enthusiasm will drop. Supervisors should speak in English, not Spanish--2 out of 8 will ask to speak English.
6. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?	TQM has been ineffective due to literacy. There is not a big change yet. Did see a change in the people. Is monitoring absenteeism.

Partners Interview Guide

7. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?	Enthusiasm and morale have increased. They need to practice English.
8. How cost-effective was the program?	The program was expensive. The start up costs were high. Management time was also considered. Recording for cost of quality time--"preventative maintenance"
9. How do you feel about continuing the project?	There is possibly grant money coming from the state. They can still have the educational program without the external money. Basic education is integral. The company is growing and needs education.
10. Has the project helped the company with public relations (newspaper articles, TV, radio coverage, etc.)? Examples?	There have been 2 customer reviews: Motorola and Danfoss. Motorola has a training program that they require. No company publicity from CLC.
11. Has the project improved the company's training program? Examples?	People want more training--more cooperation. Wants CLC to help with supervisor training--management skills. Computers also.

Partners Interview Guide

12. What changes do you see in the future that would change the needs of your workers for training?	The company is growing. Technically--new software system is coming--workers will be able to make data entries on the floor--log into jobs. This is brand new. Robotics were mentioned.
13. Would you recommend this training program to your colleagues in other companies?	Yes, this company was ignorant of the workers' needs in the past. Business associations, suppliers could benefit. There has been no community development as of yet.
14. Other comments:	Learning from other companies. Northern Illinois didn't tell them how to do it--totally different.
Q15: Interview Participants	Partner 2.

Partners Interview Guide

Group ○ Staff ◉ Partner ○ Training Director ○ Learner

Visit ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment:	Company 2
2. How satisfied were you with the project? Why?	Reading and math--everyone has take it who needs it. However, the students still need communications (between supervisors and workers) (both ESL and native speakers) and problem solving.
3. How effective was the partnership between industry and the College?	The college has done everything that the interviewee asked them to do. They have given assessments as required. There has been a cooperative effort. The interviewee likes the curriculum--there is a real benefit to it, as it meets the needs of the workplace.
4. Did your expectations change during the course of the project? How?	Expectations have risen--now communications and problem solving must be addressed--a step beyond the 3 R's. She hasn't done a needs analysis about this.
5. What were your major disappointments?	Trying to get a sufficient number of students for class was a disappointment.
6. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?	There was quality work team participation--increased the number of hourly workers. The program has given them the self confidence to participate. Morale has improved. The interviewee is tracking the tangible results of the program--documenting errors, total employee involvement, suggestions of supervisors are being tracked.

Partners Interview Guide

7. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?	Self esteem has improved--it is a status symbol to participate. Stable workforce--the company helps laid-off workers to get jobs. The employees want more training. There is a sense of the bigger picture that leads to individual development.
8. How cost-effective was the program?	The program was very cost-effective--held on the clock. The interviewee hasn't yet figured the return on investment. She is now gathering baseline data.
9. How do you feel about continuing the project?	The company will institute the program with or without state funding.
10. Has the project helped the company with public relations (newspaper articles, TV, radio coverage, etc.)? Examples?	Yes, this program is acting as a role model for company branches in different locations. Within the corporation--420 people (at this site) out of 60,000 total Baxter employees participate.
11. Has the project improved the company's training program? Examples?	Employees are more willing to volunteer for company training.

Partners Interview Guide

12. What changes do you see in the future that would change the needs of your workers for training?	Automation has led to the need for fewer workers. Documentation is performed via a paperless system. Employees have had to diversify the type of work they do.Baxter wants a flexible, trainable workforce.
13. Would you recommend this training program to your colleagues in other companies?	Yes, where appropriate, both to other manufacturers and within Baxter itself. Interviewee would be willing to do this.
14. Other comments:	None given.
Q15: Interview Participants	Partner 4 August 14-16, 1995

Partners Interview Guide

Group ○ Staff ◉ Partner ○ Training Director ○ Learner

Visit ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment:	Company 3
2. How satisfied were you with the project? Why?	The program is getting better. They are now getting the payback that management wanted. There are now two classes of 20 learners going. Sent two learners to CLC for assessments, since they weren't there initially. There are mostly older, long-term workers in the program.
3. How effective was the partnership between industry and the College?	The partnership is good. The steering committee, which meets regularly, is fantastic. They are in tune with the company needs.
4. Did your expectations change during the course of the project? How?	No, the interviewee had expected a shorter time frame. Didn't understand at first how the program would be workplace-oriented--was pleasantly surprised. The purpose of the needs analysis was not understood.
5. What were your major disappointments?	Up front, the program was time consuming. Both the college and the company were slow--it took several months to do student assessments, and the college was slow with hiring personnel. The gap between the announcement of the program and the beginning of the class was four months. Did one class--only six people out of 70 assessed were in attendance.
6. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?	Only one class so far--too early to tell. (ESL 1). One more common ground between management and the hourly workers.

Partners Interview Guide

7. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?	Motivation important. One older worker was able to respond to the CEO at an awards ceremony. Good attendance--others want into the program. These items need to be considered--customer returns, volume/output--affected by sales, safety (the number of accidents has been very bad due to new employees), quality in house--procedures, teamwork, problem solving. Better reading and writing procedures needed.
8. How cost-effective was the program?	Needs to have government money--the program wouldn't happen otherwise. The company is paying straight time for learners to attend. Management time was paid for up front.
9. How do you feel about continuing the project?	There is still a need for the project, but the interviewee does not know how it will continue. He will talk to CLC.
10. Has the project helped the company with public relations (newspaper articles, TV, radio coverage, etc.)? Examples?	An article appeared in the corporate newsletter.
11. Has the project improved the company's training program? Examples?	The interviewee anticipates that the program will have an impact on training. They do lots of in-house training with internal resources. Employees will have to pass tests in about a year. There are quality problems from lack of communication.

Partners Interview Guide

12. What changes do you see in the future that would change the needs of your workers for training?	Teams, problem solving, and company-wide communication are already in place.
13. Would you recommend this training program to your colleagues in other companies?	Yes. The company is also doing a program in Davenport IA--they are approaching the community college. The older workforce presented this idea to management.
14. Other comments:	Business is bad. They still want to keep the classes and cut other training. Curriculum closely related to needs--will help workers on the floor.
Q15: Interview Participants	Partner 3 August 14-16, 1995

Partners Interview Guide

Group ○ Staff ◉ Partner ○ Training Director ○ Learner

Visit ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment:	Company 4
2. How satisfied were you with the project? Why?	Satisfaction is good. There is a high demand for the program. Some employees don't want it, however.
3. How effective was the partnership between industry and the College?	The program has resulted in contractual work with CLC. Workers now taking additional classes, not necessarily in the class at the worksite. This includes office workers.
4. Did your expectations change during the course of the project? How?	Yes. There is no quick fix.
5. What were your major disappointments?	The time lapse between classes (6-10 weeks) was mentioned.
6. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?	Quality problems are decreasing.

Partners Interview Guide

7. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?	The program has resulted in a building of confidence and morale. Employees know what they are reading.
8. How cost-effective was the program?	This is tough to measure, both in dollars and cents and in loyalty, morale, etc.
9. How do you feel about continuing the project?	The interviewee said that he will push for continuity at a small price (contractual).
10. Has the project helped the company with public relations (newspaper articles, TV, radio coverage, etc.)? Examples?	The company's internal magazine featured the program, including interviews with learners and interviewee. Other plants are calling and asking how they can start their own programs.
11. Has the project improved the company's training program? Examples?	Trainers have been receptive to the program, stating that some of the employees have become more trainable. Trainers support improving the workers' listening, reading, and speaking skills.

Partners Interview Guide

12. What changes do you see in the future that would change the needs of your workers for training?	There is a need for math classes. A new computer system is being implemented at the company--pilot testing at the moment. Each machine has a computer attached, and the worker can enter data directly.
13. Would you recommend this training program to your colleagues in other companies?	Yes.
14. Other comments:	Partner meetings are excellent and supportive. The interviewee suggest supervisor training across the companies.
Q15: Interview Participants	Partner 5 August 14-16, 1995

Partners Interview Guide

Group ○ Staff ◉ Partner ○ Training Director ○ Learner

Visit ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment:	Company 9
2. How satisfied were you with the project? Why?	The interviewee is very satisfied. (She teaches non-grant learners.) The curriculum developers customized the curriculum. She is satisfied with additional classes, instructors, materials. She is also satisfied with the network--staff development, partners' meetings.
3. How effective was the partnership between industry and the College?	Very effective--good use of resources.
4. Did your expectations change during the course of the project? How?	Yes, because now she knows more about what the grant will do.
5. What were your major disappointments?	It was hard to find a teacher who would teach one day a week for 2 hours. It's far away from CLC. Now they have a "terrific" teacher.
6. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?	Tardiness, accidents and absenteeism have all decreased. Job promotion and further education were also mentioned.

Partners Interview Guide

7. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?	Morale is great. Team system--cut lead time from 21 to 7 days. Won state competition and did large presentation.
8. How cost-effective was the program?	Very, because it frees the interviewee up.
9. How do you feel about continuing the project?	Very good.
10. Has the project helped the company with public relations (newspaper articles, TV, radio coverage, etc.)? Examples?	The program hasn't been publicized--don't see the Lake County News.
11. Has the project improved the company's training program? Examples?	Had math to prepare for blueprint reading. Also SPC--can see difference--enables them to take training.

Partners Interview Guide

12. What changes do you see in the future that would change the needs of your workers for training?	Computer training--to access company information. Streamline--workers can access information directly rather than through an information handler. There has been an approval to buy computers.
13. Would you recommend this training program to your colleagues in other companies?	Absolutely yes.
14. Other comments:	Rapid expansion--Company 9 bought 2 other companies. Partner 1 maintains confidentiality. Supervisors ask her for advice about promotions. She gives general feedback, not scores.
Q15: Interview Participants	Partner 1 August 14-16, 1995

Partners Interview Guide

Group ○ Staff ◉ Partner ○ Training Director ○ Learner

Visit ☐1 ☐2 ☒3 ☐4 ☐5 ☐6

1. Place of employment:	CLC
2. How satisfied were you with the project? Why?	The curriculum and the development of the partnerships were extremely effective. The curriculum was integrated for the first time; it meets the industry's needs. It was a long process and hard work, but the outcomes epitomize what business wants.
3. How effective was the partnership between industry and the College?	Very effective. Few colleges have been able to keep active business memberships. They are building a cadre of committed companies, and are expanding their role. This project is a springboard to more involvement.
4. Did your expectations change during the course of the project? How?	Thinking skills and the learning process have improved. Now, it's better understood what companies want in terms of outcomes. This has affected the way in which the interviewee thinks about outcomes for the college.
5. What were your major disappointments?	The interviewee was responsible for an area that must be self-sufficient. There are not enough classes to support the staff. Classes need to be small in order to lay the foundation. They should be able to expand services now.
6. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?	Companies have to reflect on hiring processes, communication with employees (in the past, they have assumed that they know how), gaps in productivity. They don't usually reflect on processes and systems--they assume that employees know content--workers are now questioned.

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Partners Interview Guide

7. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?	The employees were the luckiest of all! They developed language skills which will help them to adapt to transitions--otherwise, they will lose their jobs. There is a benefit to families and communities, which is impossible to measure. Interviewee will be able to track statistics from workplace to CLC.
8. How cost-effective was the program?	The program was expensive. Creating a pool of trained teachers, and teaching them to think about outcomes-based education and the use of company materials was expensive, but revenues can be generated by publishing the curriculum so that the programs can be self-supporting. The program is not cost-effective according to house-generated statistics. There has to be evidence of potential revenue.
9. How do you feel about continuing the project?	In Illinois, the Department of Economic Development has merged with Adult Education. 1-Stop career centers are being implemented--they are working hard to get one at CLC. Social systems for building the workforce are needed--literacy is part of workforce training. In business and industry, many midsized companies are outsourcing training.
10. Has the project helped the company with public relations (newspaper articles, TV, radio coverage, etc.)? Examples?	Yes. The interviewee helped get companies on board for other projects. She has one person dedicated to doing sales for workforce development training programs.
11. Has the project improved the company's training program? Examples?	No answer given.

Partners Interview Guide

12. What changes do you see in the future that would change the needs of your workers for training?	Company 8--model for other companies. They are building bridges from entrance exams-> training-> employment. They need to be able to measure applicants. They can't take the "cream" anymore--there is a very high employment rate. Literacy needs to stop being grant funded--needs to be secure.
13. Would you recommend this training program to your colleagues in other companies?	Definitely. Most companies don't understand the level of their own employees.
14. Other comments:	The program is looking at other sources of funding. Education to careers--building bridges from education to the workplace. They may have to broaden their expertise beyond ESL. They will ask for hard money support for contract services. Business and industry can't meet new standards with the current workforce. There is a system for k-12--there should be one for beyond as well.
Q15: Interview Participants	College Representative October 17, 1996

Partners Interview Guide

Group ○ Staff ◉ Partner ○ Training Director ○ Learner

Visit ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6

1. Place of employment:	Company 8
2. How satisfied were you with the project? Why?	Good.
3. How effective was the partnership between industry and the College?	The partnership has been excellent--been sensitive to needs.
4. Did your expectations change during the course of the project? How?	Interviewee had been more involved than expected. He is concerned that once the program gains momentum, there will be no mechanism to continue. He has been in the program since 1992--it takes a long time to institute.
5. What were your major disappointments?	Interviewee is disappointed that he has to resell the program every year to management. The government has not sent clear supervision for the program. The value of education to the economy is not seen. Adult education is undervalued. The program is fragmented--there is not a clear focus or message to companies.
6. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?	Interviewee is doing ROI on Level 3 with outside contractor--cannot do level 4. They already did levels 1 and 2. The college has the reports. Workers on all levels are seeing the importance of LLL-they are beginning to feel the pinch of low unemployment rates. They now have a waiting list to get into the program (for the 1st time). Mgt. had to add classes that were paid for by the departments.

Partners Interview Guide

7. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?	One employee saved the company $26,000 by contributing ideas. Self esteem has improved--workers entered "Speak Out" competition at the College, and wrote their own articles. Promotions: 2 employees got "Employee of the Year" awards for their departments.
8. How cost-effective was the program?	The company considers the program cheap. It needs better data on hourly workers--studying how long it takes them to get through the program. How well do skills transfer?
9. How do you feel about continuing the project?	The CEO said the project would continue. The instructor is already provided through a contract with the college.
10. Has the project helped the company with public relations (newspaper articles, TV, radio coverage, etc.)? Examples?	The project has not been publicized--the company is quiet about the program. They usually have conservative PR. A visit from management on the national level would help.
11. Has the project improved the company's training program? Examples?	Yes. They are now looking at computer-based training in all departments. They want more computer training.

Partners Interview Guide

12. What changes do you see in the future that would change the needs of your workers for training?	The scientific community cannot share findings due to language barriers. Globalization and acquisition will affect business. Technology for training will be important, as will OSHA. Statistics needed at higher levels.
13. Would you recommend this training program to your colleagues in other companies?	Yes, interviewee would recommend this program to peers in other companies--like Motorola. He acts as a spokesman to other companies. Someone in a high place needs to be a visible promoter among the CEOs. This is the only country that does not tie education to the economy.
14. Other comments:	NAB should be doing more.
Q15: Interview Participants	Partner 6 April 28, 1997

Partners Interview Guide

Group ○ Staff ◉ Partner ○ Training Director ○ Learner

Visit ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6

1. Place of employment:	Company 10
2. How satisfied were you with the project? Why?	Wonderfully--met needs by courses that were developed (GED, workplace math, ESL, problem solving).
3. How effective was the partnership between industry and the College?	The relationship was flexible--the college was willing to customize to what the company wanted.
4. Did your expectations change during the course of the project? How?	Interviewee had expected only training in the beginning. She is pleased with the curriculum and the workshops for supervisors.
5. What were your major disappointments?	She is disappointed that the grant is ending. She has become dependent on the College's services and access to information.
6. How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?	Workers moved beyond literacy to higher level skills, moved into supervisory and group leader roles, sought additional training on their own, became more able to solve problems. Attendance has improved and tardiness decreased.

Partners Interview Guide

7. How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?	Self esteem has improved. There have been more than 50 promotions. 15 workers have moved from salaried to management positions. Several got GEDs.
8. How cost-effective was the program?	Absolutely. The company only had to donate the space and the workers' time.
9. How do you feel about continuing the project?	The company instituted a program in SC, in a company they just bought. Workers attend classes on the clock. The program definitely will continue--they will outsource the classes to CLC.
10. Has the project helped the company with public relations (newspaper articles, TV, radio coverage, etc.)? Examples?	Absolutely. The new company brochure shows a picture of the learning center. Customers are pleased that the company is willing to invest in its workers. Also want to start programs.
11. Has the project improved the company's training program? Examples?	Yes, it has improved; there was no training program before. People would learn on the job after they were promoted. This program has shown the company the needs for training and implementation.

Partners Interview Guide

12. What changes do you see in the future that would change the needs of your workers for training?	Workers will need more problem solving and technical skills, due to new machinery (CNC; programmed, automated.)
13. Would you recommend this training program to your colleagues in other companies?	Interviewee does so every day! Group development good so there isn't the necessity to reinvent the wheel. They share curriculum. CLC acts as a central clearinghouse for information.
14. Other comments:	Job instruction time has declined 33% and is better quality. (Timed by supervisors). Cycle time reduced from 28 days to 5 days from start to finish. (This is due to teamwork, and SPC, where workers do their own checking.) What has the federal government done to institute programs in colleges?
Q15: Interview Participants	Partner 1 April 28, 1997

Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 2

2. Name of class: Math, reading/writing

3. How satisfied were you with the class(es)? Why? Had fun, liked solving problems.

4. What was the most important part? Least? Most important: good instructor (took time with students), recalled past learning, increased confidence, had to think.

5. What did you gain from the class? New words--how to look up words in the dictionary, etc. Increased self-esteem. Pay attention to paperwork.

6. How did the class help you with your job? Examples? Can read memos, check paperwork. Improved spelling when writing, pronunciation when speaking.

☒ Reading ☒ Writing ☒ Speaking ☐ Listening ☒ Math ☐ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	Question not asked.
8. Do you feel better about yourself as a worker as a result of the class?	Question not asked.
9. Did the class prepare you for a company training program? Which one?	Question not asked.
10. Did the class help you with getting a promotion or a better job? How?	These classes helped to improve skills, will help in promotion. One student got a promotion because the class helped him with his writing.
11. How did your other workers feel about your taking the class?	Some grumbled; some were ok. Some were unhappy about having to pick up the work of others.
12. Would you recommend others to take the class?	Yes--too old, no promotion.

Learner Interview Guide

13. Did you get support from your supervisor to attend the class?	Good support and no hassles were received from the supervisors. They tried to schedule around the classes.
14. Do you look forward to any more classes? Where?	The interviewees felt better about learning--led to classes at college and the GED--want more learning. One learner wants to become a seamstress on her own.
15. Do you do any more reading, writing, or math at work than you did before the class? Examples?	
16. Do you do any more reading, writing, or math at home than you did before the class? Examples?	Yes--crossword puzzles, speaking in front of others, Sunday school, other classes. Not afraid to do math--don't have to ask for help. Stood up in church. Reading News for You even after class.
17. How did the class help you outside the job? Examples?	Read newspaper and book, and understood it. Is able to check grocery prices to make sure she's not getting cheated. Helped with daughter (14) self-esteem. Good example for kids.
	☒ Family ☒ Community ☐ Voting ☐ Other...
18. Other comments:	It's scary to go back to school--dropped out 27 years ago. Thinking about committing to additional education--wants to go on. Learner Group August 30-September 1, 1994

Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 4

2. Name of class: ESL

3. How satisfied were you with the class(es)? Why? Good.

4. What was the most important part? Least? The teacher was most important. A complaint was that more English, reading and writing were needed--the students need everything!

5. What did you gain from the class? Learned the right part of speech. Helped son with homework.

6. How did the class help you with your job? Examples? Learned more about work--tape, machines, have to read what machine says.

☐ Reading ☐ Writing ☐ Speaking ☐ Listening ☐ Math ☐ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	Question not asked.
8. Do you feel better about yourself as a worker as a result of the class?	Question not asked.
9. Did the class prepare you for a company training program? Which one?	Question not asked.
10. Did the class help you with getting a promotion or a better job? How?	Yes, more for own future.
11. How did your other workers feel about your taking the class?	Reading and writing, not in English or Spanish. There was an acceptance and an understanding. No teasing.
12. Would you recommend others to take the class?	Yes, they have signed up.

Learner Interview Guide

13. Did you get support from your supervisor to attend the class?	Yes, it is good for the students to enjoy classes.
14. Do you look forward to any more classes? Where?	Yes.
15. Do you do any more reading, writing, or math at work than you did before the class? Examples?	On the job: Words, dimensions, meetings all in English--understand more.
16. Do you do any more reading, writing, or math at home than you did before the class? Examples?	At home: do homework, understand what kids are saying in English.
17. How did the class help you outside the job? Examples?	
	☒ Family ☒ Community ☐ Voting ☐ Other...
18. Other comments:	none. Learners 15, 16, 17, 18 August 30- September 1, 1994

Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 5

2. Name of class: ESL, GED, Math

3. How satisfied were you with the class(es)? Why? Very satisfied.

4. What was the most important part? Least? The most important part was that it was onsite.

5. What did you gain from the class? Some learners had been going to the high school for ESL--this workplace class is better, more comfortable.

6. How did the class help you with your job? Examples? The learners learned to use calculators, do math, fill out reports. GED classes included some work related material.

☐ Reading ☒ Writing ☐ Speaking ☐ Listening ☒ Math ☐ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	Question not asked.
8. Do you feel better about yourself as a worker as a result of the class?	
9. Did the class prepare you for a company training program? Which one?	No.
10. Did the class help you with getting a promotion or a better job? How?	No.
11. How did your other workers feel about your taking the class?	No hassle.
12. Would you recommend others to take the class?	Yes, but others didn't--did they cop out? The others know they have low skills--the interviewees didn't know why others weren't in the classes.

Learner Interview Guide

13. Did you get support from your supervisor to attend the class?

It was made convenient to attend classes.

14. Do you look forward to any more classes? Where?

Yes--some want to finish the GED.

15. Do you do any more reading, writing, or math at work than you did before the class? Examples?

No, but they understand what they read better. They use the calculator more.

16. Do you do any more reading, writing, or math at home than you did before the class? Examples?

Yes--some said they can be better parents by helping kids with homework.

17. How did the class help you outside the job? Examples?

Question not asked.

☐ Family ☐ Community ☐ Voting ☐ Other...

18. Other comments:

Reading/writing classes should be offered if at appropriate level.
Learners 8, 9, 10 and 11
August 30-September 1, 1994

Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 6

2. Name of class: ESL

3. How satisfied were you with the class(es)? Why? The woman said classes were ok. The man said they were so-so.

4. What was the most important part? Least? The classes helped performance on the job somewhat "so-so."

5. What did you gain from the class? They can speak English to the boss and explain a problem on the machine.

6. How did the class help you with your job? Examples? They can talk to others on the job.

☐ Reading ☐ Writing ☒ Speaking ☐ Listening ☐ Math ☐ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	Question not asked.
8. Do you feel better about yourself as a worker as a result of the class?	Question not asked.
9. Did the class prepare you for a company training program? Which one?	Question not asked.
10. Did the class help you with getting a promotion or a better job? How?	Not yet.
11. How did your other workers feel about your taking the class?	They do not attend classes during their work shifts--before or after--paid to do so.
12. Would you recommend others to take the class?	Yes, to learn English, and practice reading and writing. One interviewee recommended the class to a brother--saying that it is important to know English in the US.

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Learner Interview Guide

13. Did you get support from your supervisor to attend the class?	No encouragement from the supervisor.
14. Do you look forward to any more classes? Where?	Yes. One interviewee said that she/he prefers the classes to being a carpenter.
15. Do you do any more reading, writing, or math at work than you did before the class? Examples?	No.
16. Do you do any more reading, writing, or math at home than you did before the class? Examples?	No, everyone in the family speaks Spanish. The man has a 4 year old daughter, and the family speaks both languages--watches TV, listens to radio, reads newspaper.
17. How did the class help you outside the job? Examples?	Yes, see #6.
	☒ Family ☐ Community ☐ Voting ☐ Other...
18. Other comments:	The woman thinks it's important to learn to speak English. She wants to learn to type. Learners 12 and 13 August 30--September 1, 1994

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Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 7

2. Name of class: Math

3. How satisfied were you with the class(es)? Why? The classes are fantastic, and are getting better.

4. What was the most important part? Least? The teacher's delivery was important. The course was structured around the students' needs. The smaller classes were created for people with similar needs. The leasses are flexible. Small groups help each other.

5. What did you gain from the class? Students were stimulated to learn more. There was an increased in self confidence.

6. How did the class help you with your job? Examples? Stats--better comprehension--can now check machine--couldn't before. Taught how to work as a team in small groups. Mutual problem solving on the floor. Learning how to work with different ethnic groups.

☐ Reading ☐ Writing ☒ Speaking ☒ Listening ☒ Math ☐ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	Question not asked.
8. Do you feel better about yourself as a worker as a result of the class?	Question not asked.
9. Did the class prepare you for a company training program? Which one?	Question not asked.
10. Did the class help you with getting a promotion or a better job? How?	Participants are hoping that this is the case. They are taking technical exams. One person has moved up a level. The class gave the students the confidence to start working on advanced technical degrees and training.
11. How did your other workers feel about your taking the class?	They were interested in the class and want to take it.
12. Would you recommend others to take the class?	Yes.

Learner Interview Guide

13. Did you get support from your supervisor to attend the class?	The supervisor wants to take the class! No problem with being released--got support.
14. Do you look forward to any more classes? Where?	Taking advanced technical training due to increased self confidence. There is group support.
15. Do you do any more reading, writing, or math at work than you did before the class? Examples?	At work, employee now double checks the computer, explains what he's doing with numbers.
16. Do you do any more reading, writing, or math at home than you did before the class? Examples?	One employee helps his daughter with math--now sees the application of it. He can explain the math now, not just give answers. This is a result of having good teachers. He has his wife going back to school too.
17. How did the class help you outside the job? Examples?	
	☒ Family ☐ Community ☐ Voting ☐ Other...
18. Other comments:	The college didn't want to include Reliable and M-L Molded--too far. Bernie says she would love to. Adult ed classes taught after work--too tired and long hours. Ideal environment here between shifts--all paid (3 hours/week). Would be willing to do on own time--convenience. Learner 14. August 30-September 1, 1994

Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

1. Place of employment: Company 8

2. Name of class: ESL

3. How satisfied were you with the class(es)? Why? Yes, wanted more ESL classes. Customer service is easier.

4. What was the most important part? Least? Liked the 2 hours/2 times per week schedule.

5. What did you gain from the class? Better with verbs, improved customer service, more comfortable in writing and talking.

6. How did the class help you with your job? Examples? Related to kitchen--math, etc.

☒ Reading ☒ Writing ☒ Speaking ☐ Listening ☒ Math ☐ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	Question not asked.
8. Do you feel better about yourself as a worker as a result of the class?	Question not asked.
9. Did the class prepare you for a company training program? Which one?	Question not asked.
10. Did the class help you with getting a promotion or a better job? How?	No, maybe later.
11. How did your other workers feel about your taking the class?	Others feel it is not fair that the students get to leave before the work is done. Tried to finish work. Willing to go to class without being paid.
12. Would you recommend others to take the class?	Yes, but the level was too low (but not really). Need more students to have more levels.

Learner Interview Guide

13. Did you get support from your supervisor to attend the class?	Yes.
14. Do you look forward to any more classes? Where?	Yes, will probably take a class after work. Has other work.
15. Do you do any more reading, writing, or math at work than you did before the class? Examples?	
16. Do you do any more reading, writing, or math at home than you did before the class? Examples?	Yes, one student doesn't let her kids watch Spanish TV. One talked English to her 12 year old son, (for his required class) and can speak in school, at the doctor, at the store.
17. How did the class help you outside the job? Examples?	
	☒ Family ☐ Community ☐ Voting ☐ Other...
18. Other comments:	Pronunciation was hardest to learn. Sometimes, a learner was late to class because she still had to finish her work. Scheduling problems led to dropouts. Learners 19 and 20 August 30-September 1, 1994

Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. Place of employment: Company 1

2. Name of class: ESL

3. How satisfied were you with the class(es)? Why? Fine.

4. What was the most important part? Least? Nothing was least important. Teacher could ask questions from job.

5. What did you gain from the class? The learner learned how to speak more and better English. This is necessary for him.

6. How did the class help you with your job? Examples? The class was of no help in reading, writing, or math.

☐ Reading ☐ Writing ☒ Speaking ☒ Listening ☐ Math ☒ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	No.
8. Do you feel better about yourself as a worker as a result of the class?	Yes. If the learner needs parts, he can speak English to his supervisor.
9. Did the class prepare you for a company training program? Which one?	Yes, on the computer. The learner is now entering data.
10. Did the class help you with getting a promotion or a better job? How?	Yes, because he needs to learn more English.
11. How did your other workers feel about your taking the class?	OK.
12. Would you recommend others to take the class?	Yes, he has recommended the class to friends.

Learner Interview Guide

13. Did you get support from your supervisor to attend the class?	Yes, but no encouragement.
14. Do you look forward to any more classes? Where?	Yes, ESL 2.
15. Do you do any more reading, writing, or math at work than you did before the class? Examples?	Yes, especially more reading and writing. Writing is more difficult. More speaking also.
16. Do you do any more reading, writing, or math at home than you did before the class? Examples?	The learner talks to his wife in English to practice his skills.
17. How did the class help you outside the job? Examples?	The learner has now changed from the Spanish TV channel.
	☒ Family ☐ Community ☐ Voting ☐ Other...
18. Other comments:	This learner wants more job-related reading and writing. One of the highest in the class--wants a higher level class. Learner 1 August 14-16, 1995

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Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. Place of employment: Company 2

2. Name of class: Math

3. How satisfied were you with the class(es)? Why? The learners are very satisfied with the class. They are learning new things. The new symbols are a challenge.

4. What was the most important part? Least? Knowledge of the metric system is needed for advancement. Algebra is important. The teacher was mentioned as important.

5. What did you gain from the class? A knowledge of the metric system was gained, as well as reasoning skills, through the use of word problems and computation.

6. How did the class help you with your job? Examples? Reading--job descriptions, procedures (SOP), specs. Math--measurement tools, metrics. Teamwork--worked in teams in class, need to be able to do that on the job.

☒ Reading ☐ Writing ☐ Speaking ☒ Listening ☒ Math ☒ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	No.
8. Do you feel better about yourself as a worker as a result of the class?	Yes, a high opinion of self (not cocky) helps. They feel good about themselves.
9. Did the class prepare you for a company training program? Which one?	Yes, one of the interviewees is near retirement age but may need to keep working. Given the chance, these learners would take a company training program.
10. Did the class help you with getting a promotion or a better job? How?	It could.
11. How did your other workers feel about your taking the class?	The learners got some good natured teasing about the folder from CLC.
12. Would you recommend others to take the class?	Yes, they did.

Learner Interview Guide

13. Did you get support from your supervisor to attend the class?	Yes, all the way up the line, supervisors were supportive.
14. Do you look forward to any more classes? Where?	No answer given.
15. Do you do any more reading, writing, or math at work than you did before the class? Examples?	Yes, they can figure more out, such as number of bags per hour, and play with it.
16. Do you do any more reading, writing, or math at home than you did before the class? Examples?	One learner helps her son with math. One learner does her homework and more. Both are avid readers.
17. How did the class help you outside the job? Examples?	Family--see above. Voting--these two always vote.
	☒ Family ☐ Community ☒ Voting ☐ Other...
18. Other comments:	Learners 2 and 3. August 14-16, 1995

Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. Place of employment: Company 3

2. Name of class: ESL 1

3. How satisfied were you with the class(es)? Why?

Most of these four workers have worked here a long time. One tried to go to college (night school) but classes were too large. This class is good because it is small.

4. What was the most important part? Least?

All parts of the class were important, especially speaking.

5. What did you gain from the class?

Reading and speaking skills were mentioned.

6. How did the class help you with your job? Examples?

Reading: safety instructions, maintenance, signs, job orders. Writing: none--wants for self, needs to be able to write. Speaking: foreman, personnel office, union. Listening: understands better. Math: none, need it. Teamwork: already work in teams.

☒ Reading ☒ Writing ☒ Speaking ☒ Listening ☐ Math ☐ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	Yes.
8. Do you feel better about yourself as a worker as a result of the class?	Yes, now better in writing. Feel more confident.
9. Did the class prepare you for a company training program? Which one?	Yes, but through the union. Need English to get promoted--pay overtime for class also.
10. Did the class help you with getting a promotion or a better job? How?	Because the workers went to class after the shift, this wasn't a problem.
11. How did your other workers feel about your taking the class?	Yes.
12. Would you recommend others to take the class?	Yes, but the rest don't need ESL. All of them need something, however.

Learner Interview Guide

13. Did you get support from your supervisor to attend the class?	Yes.
14. Do you look forward to any more classes? Where?	Yes.
15. Do you do any more reading, writing, or math at work than you did before the class? Examples?	Yes.
16. Do you do any more reading, writing, or math at home than you did before the class? Examples?	Yes, especially the newspaper and writing. Spanish TV was mentioned.
17. How did the class help you outside the job? Examples?	Family: two learners had kids who spoke English (one had a 10 year old son who corrected his English), two had kids who spoke only Spanish. Community: a little.
	☒ Family ☒ Community ☐ Voting ☐ Other...
18. Other comments:	In the Hispanic community, everyone speaks Spanish; English is not needed. There are better jobs available for English speakers. Most have been in the US about 20 years. There were no incentives to learn English. Learners 4,5,6 and 7 August 14-16, 1995

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Learner Interview Guide

Group ○ Staff ○ Partner ○ Training Director ◉ Learner

Visit ☐1 ☒2 ☐3 ☐4 ☐5 ☐6

1. Place of employment: Company 4

2. Name of class: ESL

3. How satisfied were you with the class(es)? Why? The learners liked the classes; they are more confident.

4. What was the most important part? Least? They all speak more English. One got a GED.

5. What did you gain from the class? They all speak more English.

6. How did the class help you with your job? Examples? Reading: learned dimensions, understand what they have to read. Writing: a little, it's a problem. Speaking: more on job, in both Spanish and English. Listening: yes. Math: GED, needs more. Teamwork: no, already work in teams.

☒ Reading ☒ Writing ☒ Speaking ☒ Listening ☒ Math ☐ Teamwork ☐ Other...

Learner Interview Guide

7. Did the class help you understand the company better? Examples?	No answer given.
8. Do you feel better about yourself as a worker as a result of the class?	Yes.
9. Did the class prepare you for a company training program? Which one?	These workers feel they don't need training unless they want a new job.
10. Did the class help you with getting a promotion or a better job? How?	Yes, it will help. If you want to be a supervisor, you must speak English.
11. How did your other workers feel about your taking the class?	Other workers said these men were too old for class.
12. Would you recommend others to take the class?	Yes, but most didn't want to.

Learner Interview Guide

13. Did you get support from your supervisor to attend the class?

Yes.

14. Do you look forward to any more classes? Where?

Yes, all.

15. Do you do any more reading, writing, or math at work than you did before the class? Examples?

No answer given.

16. Do you do any more reading, writing, or math at home than you did before the class? Examples?

Yes. GED: one man practices the work with his wife to teach her. Others speak English with their children a little. Mostly speak English at work and Spanish at home.

17. How did the class help you outside the job? Examples?

Yes--GED. The community is Spanish only. The workers hope to be able to vote in the future.

☒ Family ☐ Community ☐ Voting ☐ Other...

18. Other comments:

These workers want to come to school to learn more and to help lots of people.
Learners 21, 22 and 23
August 14-16, 1995

APPENDIX C

Summary of Trends

Summary of Trends—Trainers

Trainers at these companies seemed to be impressed by the effects of the program on students. Most noted that students showed increased self-esteem, motivation, and trainability. Communications had also improved. It was noted that this program had the effect of showcasing the needs for continual training in these companies.

Question 1: Place of Employment?

The five respondents were employed at Stone (2), Baxter, General Metal, and Reliable.

Question 2: Name of Class?

Three respondents represented ESL classes; the other two math classes.

Question 3: Number of workers who participated?

Answers to this question varied widely, from "all" to "5 of 13" and "6 of 14." These responses could cause the observer to conclude that the interviewees did not understand the question.

Question 4: How satisfied were you with the class(es)? Why?

The interviewees were generally satisfied or very satisfied with the classes. They noted that employee performance has improved and self-confidence has increased. Workers now understand product orders and workplace materials better, and they are more eager to obtain additional training.

Question 5: How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?

One respondent stated that it was now easier to deal with the employees on both personal and professional levels, since workers are now able to work more independently. Less mistakes are being made on the job, said another respondent. Intangible benefits, such as improved morale and self-confidence, were also noted.

Question 6: How did the workers benefit (morale, attendance, teamwork, etc.)? Examples?

It is easier for the workers to communicate with supervisors, management, and each other. Some employees have gotten GEDs and are now pursuing additional educational and employment opportunities. One respondent

mentioned that an ESL student has begun reading the English language newspaper every day, as a result of improved reading skills.

Question 7: Has participation in the class(es) affected their chances for promotion?

Two respondents mentioned that since their companies now required workers to have GEDs or equivalent high-school achievement in order to advance, participation in the literacy program will eventually positively affect chances for promotion. One interviewee mentioned an incident where workers, newly confident in their English-speaking ability, questioned a supervisor who had given them a work directive. It turned out that the workers were correct to question the supervisor, who admitted his mistake.

Question 8: How much did the workers talk to you about the class(es)?

Only one of the respondents stated that he talked to workers frequently about the classes. However, he said that he received a great deal of feedback about the positive relationship of the course work to the job. Another interviewee said that students come to him when they have questions or problems. The other three respondents noted that they do not have much interaction with the workers on this topic.

Question 9: How do the workers who participated feel about the class(es)?

All of the respondents stated that the workers felt good, enthusiastic, and better about themselves, as a result of the class. One interviewee mentioned that students "clean up" for class. Another respondent said that students had been saying that classes should have been offered long ago.

Question 10: How do the other workers feel about the classes?

Some other workers resent that they have to cover for those attending class, said one respondent. Another company has a waiting list for classes—many want to participate, but there is not adequate space. One interviewee noted that at his company some workers were resentful because this program addressed only basic skills, not "higher ESL." One training director complained that most of the workers in his company were "complacent" and did not prioritize education.

Question 11: How do you feel about releasing workers from the job? How did you accommodate?

Most of the respondents said that some schema had been devised in order to allow workers to attend classes. However, companies with small departments found it difficult to cover for workers who were not on the shop floor. One

interviewee mentioned that his company "works through the problems" that surround this issue because they "understand the benefits" of a literacy program for workers.

Question 12: How does this training compare with training the company has done or could do itself?

Only one respondent mentioned that his company offers a wide range of safety and other types of training. Two of the companies offer "on the job" training only, while another offers only technical training. One noted that his company was just beginning a formal training program.

Question 13: Would you recommend the company continue this type of training?

All respondents gave emphatic positive responses to this question. Words like "Absolutely!" "100%" and "strongly encourage" were used.

Question 14: What are the advantages and disadvantages of working with the College in offering these class(es)?

One interviewee said that although the company had more specialized knowledge, the college has more expertise in learning concepts, this insinuating that the partnership was a positive one. "The college is a resource," said one respondent, who appreciated that the College had helped to create a curriculum especially for his employees. Some workers now take classes at the College—the partnership encouraged them to pursue additional education. Another respondent said that the College was very helpful and methodical about helping to set up the program. However, the same respondent stated that he would like teachers hired by the College to be more flexible, especially in terms of accommodating workers who might have to work late, etc.

Question 15: Other comments?

One trainer noted that advanced ESL classes are needed at his company and added that his involvement in this program had inspired him to pursue advanced education on his own. Some of the hourly English-speaking workers want to learn Spanish so that they can communicate with co-workers. One person noted that worker complacency is the biggest problem at his company but that the complacency would soon be shaken loose as new machinery would soon start to replace workers.

Summary of Trend—Staff

Staff members, overall, reported varying degrees of satisfaction with the program. Early interviews suggested that there had been problems with program implementation, with receiving funding from the funder, and with getting support from the college. However, later interviews revealed that many of these bugs had been worked out and that the program began to run smoothly in each company. Staff members expressed concern over the continuation of the program once the funding had ceased; many were not optimistic that the program would continue solely under the aegis of the companies involved.

Question 1: How satisfied are you with the project?

Three of the interviewees said they were "very satisfied" or "satisfied" with the project; one said it was too soon to tell. One enthusiastic respondent said she would give the project a "4 on a 5 point scale." No interviewee said he or she was dissatisfied with the project.

Question 2: What are the greatest satisfactions?

Satisfaction levels were primarily affected by the progress of students who were participating, the development of workers' thinking skills, the materials being used, the staff development, and the cooperation of the partners. One respondent mentioned that she enjoyed using photography with her class.

Question 3: To what extent are there agreements on the goals among all stakeholders?

A high degree of cooperation among the stakeholders was cited. Most said that cooperation had been "good." One interviewee was not certain of the management buy-in at her company, however. Stakeholders, according to the respondents, that uncovering students' needs and specializing the curricula to meet those needs were of importance.

Question 4: What factors helped the success of the project?

The linkage with the College, the teaching staff, the materials, the enthusiasm and interaction of the learners, the "cooperative spirit of the company," and the cooperation of the stakeholders were all mentioned as positive factors.

Question 5: What factors acted as deterrents to the project?

The amount of time spent in class by learners was mentioned as a deterrent; the interviewee felt that there should be more time allotted for classes. Multi-leveling in classes (the practice of keeping students of all achievement levels

in the same class) was seen as a deterrent, in that students could not get the amount of individualized and small group attention they need. This was seen as a classroom atmosphere that was difficult for all but the most experienced teachers to handle. In addition, the fact that there were not tangible incentives for students was seen as a deterrent. One respondent mentioned no deterrents.

Question 6: What do you see as the major outcomes?

One interviewee said that the program had affected him personally; he was going to pursue additional education and a transfer to another job. This person wants to work on developing thinking skills and problem solving abilities with students in the workplace setting. Another respondent mentioned that these workplace classes "whet the appetite" for education; therefore, classes should be continued and institutionalized. Improving relationships with partners, and the quality of the curriculum were also seen as major outcomes.

Question 7: What are the major disappointments?

One respondent stated that the program at her company was being moved to a low-profile location, and that it was being perceived as a "lack of esteem" for the program. This person also noted that adult education was harder than she thought it would be; although it is important, it is not valued by others. Recruitment, placement and retention of students was mentioned; as was the difficulty in finding qualified tutors and teachers who are willing to work so few hours per week. The gap between the end of the last grant and the beginning of this one (six months) was mentioned. One interviewee did not respond to the question.

Question 8: What was the most difficult part of the project?

One respondent commented on the lack of materials and the poorly ventilated space in which she had to run the program, There was no A-V equipment, only a small chalkboard and a dry mount board are available. Another teacher had difficulty creating and meeting objectives for a multi-level class. Time to plan and implement ideas was mentioned. One interviewee did not respond to the question.

Question 9: How do you feel about your linkage with industry? Will it continue?

Almost all the interviewees said that this linkage was "excellent" or "very good, " without much further comment. One interviewee did not respond to the question.

Question 10: What would you change in a future project?

This question elicited varying responses from the interviewees. One said that the teacher should be more involved up-front in the creation and planning of the program and curricula. Another respondent would split students into groups according to level, would incorporate the use of computers, and would offer career counseling to students. A third respondent said that the program should be more attuned to business trends, and that an additional buy-in from the partners could accomplish this. Business people could also be brought in as guest speakers. One interviewee did not respond to the question.

Question 11: How has the College benefited from the project?

One respondent noted that the College "hasn't benefited as much as it could" from the project, saying, "They don't realize what they've got." This person stated that additional media coverage might be a way to improve this situation. Another person noted that the although the college publicized the program in its own PR, it could be more supportive than it has been. Other interviewees mentioned that workers were increasingly enrolling in courses at the College, in order to reskill. One person did not respond to the question.

Question 12: How much support have you had from the College?

Some staff development, materials, and other support have been received from the College, said most of the respondents. One interviewee was very positive about the College's support. One person mentioned that at first the College had been supportive, but after a while, they "stopped checking" on her.

Question 13: How cost-effective was the project?

Two respondents did not answer this question, while a third was uncertain. Only one said that the project was "worthwhile."

Question 14: What are your plans for the future regarding the project?

Two respondents did not answer this question. Another would like to do an inservice project for the company, while a fourth lamented that she would like to teach more, but cannot, since the contract will not pay for her to teach full time.

Question 15: Other comments?

Interview participants: staff working at Reliable, General Metal, and two that were not clearly identified.

Summary of Trends—Partners

The partners seemed satisfied with the project, especially with the flexibility of the curriculum and with the networking possibilities between the companies and the College. All of the partners seemed convinced as to the worth of the program; this was especially apparent in later interviews in which the partners reflected on the return on the investment they had made in the program. They noted the positive effects of the program on worker retention, training, and motivation.

Question 1: Place of Employment

The following companies participated in this project: Reliable Power (MacLean Power), General Metals, Nichols Aluminum, Baxter, and Stone.

Question 2: How satisfied were you with the project? Why?

All the interviewees expressed satisfaction with the project, although only one stated that she/he was "very satisfied." Reasons for satisfaction included: customized and individualized curricula, staff development and networking among partners, numbers of learners involved, and demand for the program. One interviewee stated that she felt the program was flexible enough to meet the needs of all the company's employees.

Question 3: How effective was the partnership between industry and the College?

The partnership was termed "very effective," "comfortable," "flexible" and "cooperative." All interviewees noted that the College had been helpful in providing resources, materials, and other assistance to the programs. One person mentioned that the College had sent him to seminars for advanced training. Another interviewee said that the College was an active participant in the steering committee, and that the College was in tune with his company's needs. One other respondent stated that the partnership had resulted in contractual work with the College.

Question 4: Did your expectations change during the course of the project? How?

Reactions to this question were mixed. All respondents reported a change in expectations; however, while some changed for the positive, others were negative. Two respondents mentioned that they were clearer about the purpose of the grant than they had been at its inception. One person said that he had expected a shorter time frame in which to begin the project, and that he had not understood that the program was to be workplace-oriented until he saw the classes in action. Another interviewee mentioned that because the current program had been successful in her company, expectations for additional education had risen to include communications and problem-solving courses. One respondent stated that he had come to realize that "there is no quick fix" for

the literacy problems in his company. A respondent said that he had become much more involved in the program than he had anticipated.

Question 5: What were your major disappointments?

Several respondents mentioned the long time gap between the announcement of the program and its actual start. One also mentioned the time gap between the completion of one course (ESL 1) and the start of another (ESL 2) as being de-motivating for the students involved. The program loses momentum unless classes are continuously held. Recruiting students to participate in the program was a problem for two of the respondents; one said that the student assessment and teacher-hiring processes took much too long to complete. One person stated that hiring a quality teacher who would teach on a very limited part-time basis was difficult. One interviewee also said that he had been disappointed in having to re-sell the program to management every year, despite its obvious successes.

Question 6: How did the company benefit (productivity, quality, safety, absenteeism, retention, etc.)? Examples?

Absenteeism, tardiness and accidents have decreased, while output, quality and communications have improved. One company, which works in quality teams, recorded that workers who were involved in the project seemed to have increased self confidence. ROI has increased overall for one of the companies. Three respondents said that it was too early for them to have noted any trends or positive results from the program.

Question 7: How did the workers benefit (morale, attendance, teamwork, etc.)?

All respondents said that the program has resulted in an increase in morale, enthusiasm, and self-esteem on the part of the students. An interviewee mentioned that it was a "status symbol" to be involved with these classes at his company. Another company, which improved its team system after input from workers involved in this project, won a state award and was invited to a large presentation. At another firm, one older worker was able to respond with some degree of eloquence to the company CEO during a ceremony.

Question 8: How cost effective was the program?

Responses to this question were mixed. Several respondents believed that the project was cost-effective, ("absolutely so," according to one respondent) although one had not yet figured the return on investment. One interviewee stated that the program was expensive, and that start-up costs were high; he is tracking the effect of the program as "preventative maintenance." One person mentioned that without the government funding, the program would not be happening at his company. Another said that the return on investment would be hard to calculate, as the program has an effect not only on skills, but on morale,

company loyalty, and self-confidence. One person mentioned a dramatic decrease (about 33%) in training time because of the program, resulting in cost-savings for the company.

Question 9: How do you feel about continuing the project?

All the respondents wish to continue the project. Some feel confident that they can find the finding to independently run the programs; others believe that their companies will not pay for the program to the same extent as was done by the grant. One interviewee said that he envisioned the program continuing, but on a smaller scale. Getting buy-ins from management, and presenting the success of the program as being integral to the company's success, seemed to be key issues.

Question 10: Has the project helped the company with public relations (newspaper articles, TV, radio coverage, etc.)? Examples?

Only one respondent mentioned widespread publicity of the project within the various branches of his corporation. Another three said that articles about the project had appeared in the company newsletters or in-house magazines.

Question 11: Has the project improved the company's training program? Examples?

All of the respondents, to one degree or another, stated that the project has made employees more "trainable." The learning of basic math, for instance, helps an employee to grasp blueprint reading concepts. Computer training and problem-solving courses are being asked for by the employees. One interviewee said that this project had the effect of creating greater demand for all sorts of in-house training programs. Another person said that the company had finally begun to see the value of training as a result of this program.

Question 12: What changes do you see in the future that would change the needs of your workers for training?

Growth of the companies, especially in the area of the addition of computers and automation, was seen as the greatest need for employee training. Several respondents also mentioned the need for workers to learn team techniques and to hone their problem-solving abilities, as workers are going to be called on to become more flexible in the future. Communications issues, such as bridging the gap between workers who speak different languages, is seen as a major issue.

Question 13: Would you recommend this training program to your colleagues in other companies?

All of the interviewees responded positively to this question. One person believes that other companies, like his own, ignored the educational needs of the

workers in the past, but are more cognizant of them now. Another company is attempting to duplicate the program at another of its sites.

Question 14: Other comments?

One interviewee mentioned that "business is bad" at his company, thus throwing the continuation of the literacy program into question. Another respondent offered the suggestion that literacy training be offered across companies.

Summary of Trends—Learners

Generally, the learners seemed to have positive responses to the program. Although most learners said that they were satisfied with the program, not all of them seemed convinced of its value to them as employees and as citizens, especially those who were interviewed during the early evaluations. However, the positive results of the program became apparent, as employees became more amenable to learning, more promotable, and more able to communicate with their co-workers and with supervisors.

Question 1: Place of Employment?

Learners from the following companies were interviewed: General Metal, Baxter, Nichols, and Stone.

Question 2: Name of class?

Three respondents are involved in ESL classes; one in a math class.

Question 3: How satisfied were you with the class(es)? Why?

Most of the learners said that satisfaction was "good" or "very good." One said he felt challenged; another liked the small class size. Some said that they had gained confidence as a result of the classes.

Question 4: What was the most important part? Least?

Important to the learners were the instructor, the English speaking practice, the learning of the metric system, and the relevance of the curriculum . One learner earned a GED. No least important factors were cited.

Question 5: What did you gain from the class?

A better knowledge of spoken and written English was most often cited as a gain. One respondent mentioned the knowledge of the metric system, as well as improvement in reasoning and math computation.

Question 6: How did the class help you with your job?

Students mentioned that they were more comfortable with speaking, listening and teamwork. One respondent mentioned that the class really did not help with reading and writing. However, others mentioned that they were now able to read specs, job orders, signs, job descriptions, and safety procedures with greater ease and accuracy. Two respondents said that they were also able to speak to supervisors now, where they could not in the past.

Question 7: Did the class help you understand the company better? Examples?

Three interviewees said no, this class did not help them to understand the company better, while one said yes, it did. One interviewee did not respond, and no illustrative examples were given by any of the respondents.

Question 8: Do you feel better about yourself as a worker as a result of the class?

All respondents answered this question affirmatively. Self esteem has improved, and there is an increased feeling of confidence because of improved speaking and reading skills. One student said, "Having a high (not cocky) opinion of yourself helps."

Question 9: Did the class prepare you for a training program? Which one?

One student thought he was now ready for a computer class as a result of his studies in the program. Another said that given the chance, he would opt to take additional company-sponsored training courses. Some interviewees said that they do not need additional training unless they go to a new job.

Question 10: Did the class help you with getting a promotion or a better job? How?

All respondents answered this question positively. They stated that the learning of English would help them to become more eligible for supervisory positions.

Question 11: How did your other workers feel about your taking the class?

One interviewee stated that he had gotten teased as a result of his attendance, namely about the folder he was carrying. In one instance, co-workers said that the students were too old to be in school. Other respondents received positive feedback from their co-workers.

Question 12: Would you recommend others to take the class?

All of the interviewees responded affirmatively to this question. They all said that they have recommended the class to friends, with varying degrees of response. Some of the co-workers believe that they do not need additional education, while others showed interest.

Question 13: Did you get support from your supervisor to attend the class?

Most learners said they had received support from supervisors, although one stated that he had gotten "support, but no encouragement."

Question 14: Do you look forward to any more classes? Where?

All interviewees responded yes to this question, although most had no further comment. One student said that he wanted to attend ESL 2 classes, while another wanted to take another course in anything that was offered.

Question 15: Do you do any more reading, writing, or math at work than you did before the class? Examples?

Most of the students said yes, they were doing more reading, speaking and writing or math on the job. The respondent from the math class said that she was able to perform more mathematical calculations on the job, which helped her to perform her job better. One respondent did not answer the question.

Question 16: Do you do any more reading, writing, or math at home than you did before the class? Examples?

Several students mentioned that they were speaking English at home more so than in the past. One said that he is teaching his wife to speak English, while another noted that he no longer watched Spanish TV, but instead viewed the English-speaking programs. One learner is able to help her son with math; another has become an avid reader. Others said that they were able to read newspapers and magazines with more understanding.

Question 17: How did the class help you outside the job? Examples?

One student said that he had started communicating with his children in English. Another mentioned being able to get his GED. The Spanish speakers do not need to communicate in English outside of the job; they live in communities which are Spanish-speaking. A student from the math class is now able to help her son with homework.

Question 18: Other comments?

One learner wants more job-related reading and writing classes; he said that he would like to see a higher-level ESL class offered. The learners realize that they must learn English in order to compete for better jobs. Most of these learners have been in the US for many years; they have not had cause to learn how to speak English up until recently. Other workers said that they want to come to school not only for themselves, but to help others.